

Rhode Island Teacher Assistants' Fall Conference

October 1, 2016



Sponsored by the Rhode Island Department of Education

“Educators working together to support All students in Rhode Island”

The 2016 Fall Teacher Assistant Conference provides an excellent opportunity for teacher assistants in RI to earn up to 7 hours of professional development time. Participants may select up to 3 sessions. This professional development conference is designed to provide hands-on strategies and techniques that Teacher Assistants may implement within the classroom to support student success. Participants may select workshop sessions based on their professional development interests and needs.

Date: Oct. 1, 2016

Agenda:

- 7:30 - Registration**
- 8:00 - Concurrent Sessions**
- 11:45 - Lunch and Welcome - Mary Ann Snider, Deputy Commissioner, RIDE**
- 12:15 - Keynote - "Better Together: The Power of a Strong Team", Nikos Giannopoulos, 2017 Teacher of the Year**
- 1:00 - Concurrent Sessions**

****Professional Development hours (up to 7 hours) will be awarded for workshop attendance****

Where: Lincoln Middle School
152 Jenckes Hill Road
Lincoln, RI 02865

When: October 1, 2016
8:00 am – 3:00 pm
(Check in begins at 7:30 am)

Cost: \$25.00 (includes light breakfast and lunch)

Register by September 25, 2016 on line at :
<https://www.123signup.com/calendar?Org=RIDE>

Seats are expected to
fill quickly so
register soon!

Payment by **VISA, Mastercard, Discover, Purchase Order or Check**. Please send checks payable to: **NRIC, 640 George Washington Highway, Building B, Suite 200, Lincoln, RI 02865 by Sept. 25.**

Participants requiring **special accommodations** to ensure equal participation should contact alice.woods@ride.ri.gov or 222-8393 by Sept. 9, 2016.

Fall 2016 Teacher Assistant Conference - Sessions

8:00 – 9:45 Choose one of the following sessions:

Supporting Social and Emotional Skill Development (ALL Levels)

This session will cover what is meant by the term Social and Emotional Learning (SEL) as well as the skills and competencies necessary to: understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL promotes young people's academic success, health, and well-being at the same time that it prevents a variety of problems such as alcohol and drug use, violence, truancy, and bullying. Effective, practical supports and strategies to teach SEL will also be covered in this session.

Robert Rocchio, Jr., LICSW, CGS Clinical Social Worker Johnston Public Schools

Creating and Sustaining a Culturally Responsive Classroom (ALL Levels)

Rhode Island's public schools are becoming increasingly diverse in many ways—racially, ethnically, linguistically, religiously, socio-economically, amongst other ways. As TAs, how can you create and sustain a culturally responsive classroom that recognizes each child for his or her uniqueness and set of social experiences? Moreover, how can you recognize your own values, biases, and social experiences, and how those influence your actions and expectations in the classroom?

Hannah McIntire, Ed.M. School Programs Manager, Dorcas International Institute of RI

Elementary Math Strategies

Join us for a hands-on session about math strategies to help elementary students better understand the concepts needed for success in math today. You will gain conceptual knowledge of key grade level concepts as well as ways to help students gain this same understanding. Leave with ready to use ideas, and the confidence to use them!

Sara Bogdon and Christine Hughes, Math Specialists, Bristol-Warren

The Write Stuff (Elem)

The focus of the workshop will be to utilize creative strategies in the classroom for assisting a diverse group of students in reading and writing. Develop skills to encourage confident readers and writers.

Kara Ratigan & Renee Hadfield, East Greenwich Public Schools

Social and Emotional Learning in the School Setting (ALL Levels)

Social and Emotional Learning (SEL) is recognized as an integral part of learning and imminently necessary to successfully participate in the work force. Participants will be introduced to the 5 competencies of SEL using the CASEL framework and will get examples of real life applications for ALL (adults and students).

Soraya Gomes, School Social Worker, International Charter School

Katie Nerstheimer, Special Education Teacher, South Kingstown

Write to Learn Strategies that Foster Student Achievement: An Interactive Workshop (MS/HS)

All students, but especially struggling learners, increase achievement levels when they use "write to learn" strategies. TAs in grades 6-12 across content areas are invited to attend to learn practical, easy-to-implement strategies to improve students' engagement and comprehension with writing and reading tasks.

Julie Lima Boyle, (English teacher, Coventry High School

10:00 – 11:45 Choose one of the following sessions:

Supporting Social and Emotional Skill Development (ALL Levels)

This session will cover what is meant by the term Social and Emotional Learning (SEL) as well as the skills and competencies necessary to: understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL promotes young people's academic success, health, and well-being at the same time that it prevents a variety of problems such as alcohol and drug use, violence, truancy, and bullying. Effective, practical supports and strategies to teach SEL will also be covered in this session.

Robert Rocchio, Jr., LICSW, CGS Clinical Social Worker Johnston Public Schools

Creating and Sustaining a Culturally Responsive Classroom (ALL Levels)

Rhode Island's public schools are becoming increasingly diverse in many ways—racially, ethnically, linguistically, religiously, socio-economically, amongst other ways. As TAs, how can you create and sustain a culturally responsive classroom that recognizes each child for his or her uniqueness and set of social experiences? Moreover, how can you recognize your own values, biases, and social experiences, and how those influence your actions and expectations in the classroom?

Hannah McIntire, Ed.M. School Programs Manager, Dorcas International Institute of RI

Secondary Math Strategies

Join us for a hands-on session about math strategies to help middle and high school students better understand the concepts needed for success in math today. You will gain conceptual knowledge of key grade level concepts as well as ways to help students gain this same understanding. Leave with ready to use ideas, and the confidence to use them!

Sara Bogdon and Christine Hughes, Math Specialists, Bristol-Warren

Motivating & Engaging Students in EdJOYcation (ALL Levels)

Curious about tips and strategies to motivate and engage students? Join us in this session as we collaborate and discuss strategies to motivate, engage, and bring the JOY into education. We will learn about Universal Design for Learning and Engagement. This principle of UDL supports the “why” of learning and helps us develop purposeful, motivated learners stimulated by interest and motivated to continue learning. The goal of this session is to uplift, motivate, and engage you as a learner so you can in turn do the same for others.

Karen Festa, Narragansett Public Schools, RIDE Consultant

Assistive Technology - An Overview (ALL Levels)

Assistive technology is technology used by students with disabilities to perform tasks that might otherwise be difficult or impossible. Assistive technologies allow students to communicate, learn, play, navigate their environment, accomplish daily living tasks and achieve independence. This session will provide an overview of low and high tech tools and strategies that can be used in the classroom to support students with disabilities.

Matthew Provost, MS, CCC-SLP, Augmentative Communication Consultant, TechACCESS of Rhode Island

Managing Challenging Behaviors: Elementary Age Children

This training will discuss challenges faced by staff working with elementary school aged children. We will discuss a few techniques that can be utilized when working with children struggling in a classroom setting. We will also review some common challenges faced by the children outside of school and how it can present within the classroom setting.

Scott Sylvester & Susan Curria, Department of Behavioral Education, Bradley Hospital

1:00 – 2:45 Choose one of the following sessions:

“Bullying and Suicide Prevention: Effective Practices for Schools” (ALL Levels)

This workshop will look at the definition of bullying including cyberbullying and the relationship between suicide and bullying. Participants will learn effective approaches for bullying and suicide prevention including:

- Understanding the role of bystander and what to do when a witness to bullying
- Recognizing the warning signs of suicide and what to do.

Sarah C. Dinklage, LICSW, Executive Director, Rhode Island Student Assistance Services

Jeffrey Hill, Violence and Injury Prevention Program, Youth Suicide Prevention Project Coordinator, RI Dept. of Health

Safe and Sound: The Trauma Responsive Classroom (ALL Levels)

Children suffering from traumatic stress have been exposed to one or more traumas over the course of their lives and develop reactions that persist and affect their daily lives and ability to learn long after the traumatic events have occurred. Childhood trauma has been linked to a number of poor school outcomes, such as failing grades, suspensions, dropouts, and lower literacy rates. Creating a safe and supportive classroom for these at risk learners can remove barriers to their learning and foster coping skills and resiliency. As a special education teacher working at an urban high school, I have had the opportunity work with my colleagues in general education and the mental health care field to create safe and supportive classroom environments for students struggling with issues related to traumatic stress. This session seeks to help recognize the signs of trauma in the classroom, familiarize educators with available supports, and provide practical tiered interventions to address the needs of these uniquely vulnerable learners.

Nikos Giannopoulos, 2017 Teacher of the Year

The Write Stuff (Elem)

The focus of the workshop will be to utilize creative strategies in the classroom for assisting a diverse group of students in reading and writing. Develop skills to encourage confident readers and writers.

Kara Ratigan & Renee Hadfield, East Greenwich Public Schools

Motivating & Engaging Students in EdJOYcation (ALL Levels)

Curious about tips and strategies to motivate and engaging students? Join us in this session as we collaborate and discuss strategies to motivate, engage, and bring the JOY into education. We will learn about Universal Design for Learning and engagement. This principle of UDL supports the “why” of learning and helps us develop purposeful, motivated learners stimulated by interest and motivated to continue learning. The goal of this session is to uplift, motivate, and engage you as a learner so you can in turn do the same for others.

Karen Festa, Narragansett Public Schools, RIDE Consultant

iPad Accessibility Features and AAC (ALL Levels)

The iPad has become a common tool in RI classrooms to support students with disabilities in completing academic tasks or communicating within their environment. This session will identify and demonstrate some of the built-in Accessibility Features that can enhance independent use of the iPad for students with disabilities. We will also discuss how the iPad is being used as a communication device.

Matthew Provost, MS, CCC-SLP, Augmentative Communication Consultant, TechACCESS of Rhode Island

Managing Challenging Behaviors: Adolescents

This training will discuss the challenges faced by staff working with adolescents in a school setting. Adolescents today face a variety of situations that adults have a hard time managing. During our time we will identify struggles these adolescents face, how they manifest themselves within a classroom and what, we as staff, can do to support them.

Scott Sylvester, Department of Behavioral Education, Bradley Hospital